



# **Mosman High School**

## **Higher School Certificate Assessment Guidelines 2023**

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## INTRODUCTION

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The Higher School Certificate is issued by the NSW Education Standards Authority (NESA). On your HSC testamur there will be two marks for each **two unit NESA Developed Course** you present; one is your HSC external exam mark, the other is your school assessment mark. Each is out of 100.

For any extension course you present, there will also be two (2) marks:

- HSC external exam mark;
- School assessment mark;

HSC assessment occurs during the HSC course only. No marks from assessments held during the Preliminary courses are included. The one exception is mathematics. Please read carefully the assessment guidelines for all mathematics courses, standard mathematics, mathematics extension 1, mathematics extension 2 and advanced mathematics.

The assessment mark:

- enables us to measure your achievement on course objectives that are difficult to assess in an external exam e.g. how you carry out practical work;
- enables us to assess you a number of times, throughout your course.

It should be noted that the HSC mark is an assessment of actual performance, **NOT** potential performance. The HSC assessment mark cannot be modified to take into account illness or domestic situations.

***Any tasks listed as Term 4, will occur during Term 4 of Year 11, 2022.***

## FACULTY POLICIES

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Each faculty in the school has worked out its own assessment policy for each subject in the faculty. You must read and understand the policy for each of the subjects you are studying for the HSC.

Each subject policy includes:

- the **syllabus components and outcomes** to be assessed.
- the **weightings** for each component.
- the **type of tasks** that will be set, e.g. class test, essay, research project, diary record, trial HSC;
- an **indication** of when the task will take place.

No task will be worth more than 40% of the total mark.

**NOTE: if you do not complete 50% in school assessment tasks you will be ineligible for the HSC.**

## RULES FOR ASSESSMENT

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The following rules will apply for assessment tasks:

- 1) HSC Assessment will not commence until Term 4 of 2022;
- 2) You will be given at least **2 weeks' notice** of the exact date on which a task will be sat or submitted;
- 3) If a task has to be postponed, you will be given at least **3 days' notice of the rescheduled date**;
- 4) **The maximum number of tasks** for a 2 unit course is 4 including the Trial HSC. The maximum number of tasks for an extension course is 3, including the Trial HSC.
- 5) **No assessment tasks** will be scheduled in the two weeks prior to the Trial HSC exams. (The submission of externally marked projects and/or major works may still take place).
- 6) A substitute task may only be granted following non-attendance or late submission if all the relevant conditions are met:
  - (a) Prior notification (unless impossible) of absence from the task (e.g., by telephone);
  - (b) Completed **"Application for Consideration"** (refer Attachment 3, p62-63). This must be completed in all instances of non-attendance including but not limited to illness, school business or any misadventure. (Note: All cases of school business must have prior approval from the Principal);
  - (c) A doctor's certificate must be furnished where illness (i.e., student is too unwell to attend/submit task) is involved. The school reserves the right to contact the doctor to verify the authenticity of the certificate. The doctor's certificate must cover the day of the task and any subsequent absence up to the day of return to school.
  - (d) Documentation regarding non-illness related absences. (Refer above 6.b)
  - (e) **"Application for Consideration"** must be handed to the **Head Teacher** on the **first day of return to school**, who will forward the original to the Principal. Each case will be considered by the Head Teacher of the faculty concerned on its merits. The absence must be considered valid before a substitute task will be granted. Students may appeal the decision of the Head Teacher with the Principal. **Submit** your **"Application for Consideration"** on the **"Assessment Task Illness/Misadventure Application Form"** at the end of this booklet.  
(Refer Attachment 3 p62-63).
- 7) **It is the responsibility of the student to contact the Head Teacher on the first day of return to school following a missed task** and request a substitute task. Failure to do so will result in zero marks. The student must be prepared to sit the task or submit the task at the agreed time;
- 8) **Substitute tasks may be more difficult** as a student will have had time to prepare for them;
- 9) **Truancy** will automatically result in **zero marks**. Also failure to attend school lessons prior to an assessment task may result in zero marks;
- 10) **Vacations** taken outside normal school holidays will **NOT be accepted as a valid reason** for absence from an assessment task and will automatically result in zero marks unless prior arrangements are made with the Principal. (This will occur in exceptional circumstances only)
- 11) **Any breach of exam rules** in an assessment task may result in **zero marks**;
- 12) Late submission of tasks without a valid reason will result in **zero marks**;
- 13) An estimate rather than a substitute task will only be given in exceptional circumstances.

## RULES FOR ASSESSMENT (Cont'd)

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- 14) **Completed tasks for submission must be handed personally to the teacher who set the task/s** (or nominated member of staff) at the time specified by the teacher. Failure to do so will result in **zero marks**;
- 15) If a task fails to discriminate among candidates, the Head Teacher may decide to reduce the weighting of the task/s and set an extra task. In extreme cases, an invalid task will be discarded completely. At least 2 weeks' notice will be given for the alternative task.
- 16) The rank of students who enrol after the commencement of HSC courses will be determined by moderation.

## APPEALS

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Following your final HSC exam you can collect from the Principal, your "Assessment Ranking Notice" which lists your overall rank based on internal assessment in each course you have studied, based on your achievement in all the assessment tasks. You will not be given a final assessment mark for any course, only an assessment rank.

If you believe there has been a clerical or mathematical error in calculating your rank, you may lodge an appeal with the school following your final HSC exam. In unresolved cases, an appeal to NSW Education Standards Authority can be made. You will be informed of the date by which appeals must be lodged.

### Non-Completion of Subject (N Awards)

- 1) In order to be satisfactory in each of your courses, you must make a genuine attempt at tasks worth more than 50% of the available marks. Failure to do so will result in an "N" determination.
- 2) You must also meet the general course requirements – there will be many assignments, tests, and course work set during the course which will not count directly towards your HSC Assessment. These must **NOT** be seen as non-essential as they form a very important part of your course. They help you to learn, revise and consolidate your work, they give practice for assessment tasks, and they may count towards your report marks. If you do not satisfactorily complete the course (which includes non-assessment tests, assignments, practical work, etc.) you may receive an N determination in the subject.

If you are in danger of receiving an "N" determination you will receive **a minimum of two (2) written warnings**.

You must have ten satisfactory units (10 Units) in the required pattern to qualify for the Higher School Certificate.

***This should be read in conjunction with school assessment procedures -***

***[http://www.mosmanhighschool.com.au/years/documents/mhs\\_assessment\\_procedures.pdf](http://www.mosmanhighschool.com.au/years/documents/mhs_assessment_procedures.pdf)***

***Please note that throughout this booklet, Term 4 (Year 11) refers to the last term of the current year 2022 and Terms 1,2,3 refer to 2023.***

## CREATIVE AND PERFORMING ARTS

DRAMA	Task Number	Task 1	Task 2	Task 3	Task 4
	Term Week	Term 4 2022 Week 8	Term 1 2023 Week 7	Term 2 2023 Week 8	Term 3 2023 Weeks 2/3
	Type of Task	Research Essay Workshop  Topic: Australian Dramatic Traditions	Research Essay Workshop  Topic: Significant Plays of the 20 <sup>th</sup> Century	Presentation Group Performance  Individual Project or Presentation of Individual Project: Performance	Trial HSC Examination  Written Exam, Group Performance Individual Project & Logbook
Syllabus Components	Outcomes assessed	H1.1, H1.3, H1.5, H3.1, H3.3	H1.2, H1.3, H1.5	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3
Making		10	10	10	10
Performing				20	10
Critically Studying		10	10		10
<b>TOTAL</b>		<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

### DRAMA – OBJECTIVES AND OUTCOMES

#### **MAKING**

Through drama, students will develop knowledge and understanding about and skills in:

1. Using drama, through participation in a variety of dramatic and theatrical forms. Making drama and theatre, using a variety of dramatic and theatrical techniques and conventions.

A student:

- 1.1 uses acting skills to adopt and sustain a variety of characters and roles;
- 1.2 uses performance skills to interpret and perform scripted and other material;
- 1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works;
- 1.4 collaborates effectively to produce a group-devised performance;
- 1.5 demonstrates directorial skills;
- 1.6 records refined group performance work in appropriate form;
- 1.7 demonstrates skills in using the elements of production

**and values and attitudes about:** The collaborative nature of drama and theatre.

A student:

- 1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions;
- 1.9 values innovation and originality in group and individual work.

## **PERFORMING**

Through drama, students will develop knowledge and understanding about and skills in:

2. Using the elements of drama and theatre in performance performing in improvised and play built theatre and scripted drama.

A student:

- 2.1 demonstrates effective performance skills;
- 2.2 uses dramatic and theatrical elements effectively to engage an audience;
- 2.3 demonstrates directorial skills for theatre and other media.

**and value and attitudes about:** The diversity of the art of dramatic and theatrical performance.

A student:

- 2.4 appreciates the dynamics of drama as a performing art;
- 2.5 a performance.

## **CRITICALLY STUDYING**

Through drama, students will develop knowledge and understanding about and skills in:

3. Recognising the place and function of drama and theatre in communities and societies, past and present. Critically studying a variety of forms and styles used in drama and theatre.

A student:

- 3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements;
- 3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed and oral and written responses;
- 3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements.

**and values and attitudes about:** Drama and theatre as a community activity, a profession, and an industry. A student:

- 3.4 appreciates and valued drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies;
- 3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.



School Name: Mosman High

Student Assessment Schedule 2023

Course: HSC – Entertainment Industry

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services		Cluster 4	Cluster 5	Cluster 6	Trial HSC Exam (Optional)
		Working in the Industry	To Project and Serve	Showtime	
		Week 8 Term 4 2022	Week 7 Term 1	Week 8 Term 2	Week 2-3 Term 3
Code	Unit of Competency				HSC Examinable Units of Competency
CUAIND311	Work effectively in the Creative Arts Industry	X			
SITXCCS006	Provide service to customers		X		
CUASOU306	Operate sound reinforcement systems		X		
CUAVSS312	Operate vision systems		X		
CUASTA311	Assist with production operations for live performances			X	
CUASMT311	Work effectively backstage during performances			X	
CUAIND314	Plan a career in the creative arts industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services**.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

MUSIC 1	Task Number	Task 1	Task 2	Task 3	Task 4
	TERM	TERM 4 2022	TERM 1 2023	TERM 2 2023	TERM 3 2023
	Week	Week 8	Week 7	Weeks 8	Weeks 2/3
	Type of Task	Topic 1 Music for Small Ensembles Performance	Topic 2 An Instrument and its Repertoire Composition	Topic 3 Popular Music  Viva Voce	Trial HSC  Core Performance/ 3 Electives
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H1, H2, H4, H5, H6, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H9	H3, H5, H6, H7, H9	H1, H2, H4, H5, H6, H8, H9, H10, H11
<b>Core: – Compulsory</b> Performance Composition Musicology Aural components	<b>55</b>	10	15	15	15
<b>Electives:</b> Performance <b>or</b> Composition <b>or</b> Musicology	<b>45</b>	10	10	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## MUSIC 1 STUDIES – OBJECTIVES AND OUTCOMES

A student develops knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology, and aural activities in a variety of cultural and historical contexts.

### Through activities in performance, composition musicology and aural, a student:

1. performs stylistically, music that is characteristic of top studied, both as a soloist and as a member of an ensemble;
2. reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied;
3. improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
4. articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.

A student develops the skills to evaluate music critically.

### Through activities in performance, composition, musicology and aural, a student:

5. critically evaluates and discusses performances and compositions;
6. critically evaluates and discusses the uses of the concepts of music in works representative of the topics studied and through wide listening.

A student develops an understanding of the impact of technology.

### Through activities in performance, composition, musicology and aural, a student:

7. understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied;
8. identifies, recognises, experiments with, and discusses the use and effects of technology in music.

A student develops personal values about music.

### Through activities in performance, composition, musicology and aural, a student:

9. performs as a means of self-expression and communication;
10. demonstrates a willingness to participate in performance, composition, musicology and aural activities;
11. demonstrates a willingness to accept and use constructive criticism.

MUSIC 2	Task Number	Task 1	Task 2	Task 3	Task 4
	Term 4	Term 4 2022	Term 1 2023	Term 2 2022	Term 3 2023
	Week	Week 8	Week 7	Week 8	Weeks 2/3
Type of Task	Composition Draft	Mandatory Topic: Music of the last 25 years (Australian Focus)	Core Performance	Musicology Composition	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	H3, H5, H6, H7, H9	H1, H2, H3, H4, H5 H6, H7, H9	H1, H2, H4, H5, H6, H8, H9, H10, H11	H1, H2, H4, H5, H6, H8, H9, H10, H11
Performance	20		10	10	
Composition	20	10			10
Musicology	20	10		10	
Aural	20		10	10	
Elective	20				20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

## MUSIC 2 STUDIES – OBJECTIVES AND OUTCOMES

A student develops knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology, and aural activities in a variety of cultural and historical contexts.

### Through activities in performance, composition musicology and aural, a student:

1. performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble;
2. demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics;
3. composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures;
4. stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrate different social, cultural and historical contexts;
5. analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations;
6. discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context;
7. critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics;
8. understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied;
9. identifies, recognises, experiments with and discusses the uses and effects of technology in music;
10. performs as a means of self-expression and communication;
11. demonstrates a willingness to participate in performance, composition, musicology and aural activities;
12. demonstrates a willingness to accept and use constructive criticism.

## ENGLISH

ENGLISH ADVANCED	Task Number	Task 1 Common Module	Task 2 Module A	Task 3 Module B & C	Task 4 Trial Exam
	When	TERM 4 2022 WEEK 8	TERM 1 2023 WEEK 7	TERM 2 2023 WEEK 8	TERM 3 2023 WEEK 2/3
	Type of Task	Multimodal	Critical Written	Creative & Critical Hand-In	
Syllabus Components	Outcomes Component Weightings	EA12-3 EA12-5 EA12-9	EA12-4 EA12-6 EA12-8	EA12-3 EA12-7 EA12-8	EA12-1 EA12-3 EA12-7
<b>Common Module</b> Texts and Human Experiences	35	20			15
<b>Module A</b> Textual Conversations	20		15		5
<b>Module B</b> Critical Study of Literature	20			15	5
<b>Module C</b> The Craft of Writing	25	5		15	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>

### ENGLISH ADVANCED - OBJECTIVES AND OUTCOMES

- EA12-1 independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
- EA12-2 uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences, and contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas, and arguments
- EA12-6 investigates and evaluates the relationships between texts
- EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates, and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH ADVANCED – SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT

External Assessment	Marks
<b>Paper 1 – Common Module: Texts and Human Experiences</b>	
Section I – Comprehension – range of responses	20
Section II – Critical Writing – extended response	20
<b>Paper 2 – Modules</b>	
<b>Module A:</b> Textual Conversations	20
Critical response	
<b>Module B:</b> Critical Study of Literature	
Critical response	20
<b>Module C:</b> The Craft of Writing	
Persuasive, Discursive, Imaginative AND/OR reflective writing	20

Internal Assessment	Weighting
Common Module	35
Module A	20
Module B	20
Module C	25
	100

ENGLISH STANDARD	Task Number	Task 1 Common Module	Task 2 Module A	Task 3 Module B and C	Task 4 Trial Exam
	When	TERM 4 2022 WEEK 8	TERM 1 2023 WEEK 7	TERM 2 2023 WEEK 8	TERM 3 2023 WEEK 2/3
	Type of Task	Multimodal	Critical Written	Creative and critical hand in	
Syllabus Components	Outcomes Component Weightings	EN12-2 EN12-3 EN12-5	EN12-4 EN12-6 EN12-8	EN12-3 EN12-7 EN12-8	EN12-1 EN12-3 EN12-7
<b>Common Module</b> Texts and Human Experiences	35	20			15
<b>Module A</b> Language, Identity and Culture	20		15		5
<b>Module B</b> Close Study of Literature	20			15	5
<b>Module C</b> The Craft of Writing	25	5		15	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>

#### **ENGLISH STANDARD – OBJECTIVES AND OUTCOMES**

- EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
- EN12-2 uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies
- EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5 thinks imaginatively, creatively, interpretively, analytically, and discerningly to respond to and compose texts that include considered and detailed information, ideas, and arguments
- EN12-6 investigates and explains the relationships between texts
- EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9 reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

**ENGLISH STANDARD – SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT**

<b>External Assessment</b>	<b>Marks</b>
<b>Paper 1 – Common Module: Texts and Human Experiences</b>	
Section I – Comprehension – range of responses	<b>20</b>
Section II – Critical Writing – extended response	<b>20</b>
<b>Paper 2 – Modules</b>	
<b>Module A:</b> Language, Identity and Culture Critical response	<b>20</b>
<b>Module B:</b> Close Study of Literature Critical response	<b>20</b>
<b>Module C:</b> The Craft of Writing Persuasive, Discursive, Imaginative AND/OR reflective writing	<b>20</b>

<b>Internal Assessment</b>	<b>Weighting</b>
Common Module	<b>35</b>
Module A	<b>20</b>
Module B	<b>20</b>
Module C	<b>25</b>
	<b>100</b>

ENGLISH EAL/D	Task Number	Task 1	Task 2	Task 4	Task 3
	When	TERM 4 2022 Weeks 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	Multimodal	Reading/ Responding & Writing Task	Writing	TRIAL HSC Reading/ Responding Writing Listening
Syllabus Components	Outcomes Component Weightings	EAL12-1A, EAL12-2 EAL12-3, EAL12-5 EAL12-7	EAL12-1B, EAL12-3 EAL12-5 EAL12-7 EAL12-8	EAL12-1A, EAL12-3 EAL12-5 EAL12-7 EAL12-8	EAL12-1B EAL12-2 EAL12-4 EAL12-6 EAL12-9
<b>Module A</b> Texts and Human Experiences	25	20			5
<b>Module B</b> Language, Identity and Culture	25		20		5
<b>Module C</b> Close Study of a Text	25			20	5
<b>Module D</b> Focus on Writing In Trial HSC Modules A, B & C & Listening	25	5	5		15
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

Components for assessment include the course knowledge, understanding and skills. The weightings of components are consistent with their emphasis in the course.

COMPONENTS	WEIGHTINGS				
<b>Knowledge and understanding of course</b>	50	10	15	10	15
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes</b>	50	15	10	10	15
	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>



### **English EAL/D HSC Examination Specifications (External HSC Examination)**

The examination will consist of two written papers worth 85 marks and a listening paper worth 15 marks.

Paper 1: Module A and Focus on writing

Section I: Module A – Texts and human experiences (30 marks)

Part A (15 marks)

There will be three or four questions based on stimulus and/or unseen texts related to module A.

Part B (15 marks)

Section II: Focus on writing (15 marks)

Paper 1: Module B and module C

Section I: Module B Language, identity, and culture (20 marks)

Section II: Module C - Close study of texts (20 marks)

Listening paper (15 marks)

### **ENGLISH EAL/D OUTCOMES**

EAL12-1A	responds to, composes, and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
EAL12-1B	communicates information, ideas, and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2	uses, evaluates, and justifies processes, skills, and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL12-3	identifies, selects, and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL12-4	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL12-5	thinks imaginatively, creatively, interpretively, and critically to respond to, represent and evaluate complex ideas, information, and arguments in a wide range of texts
EAL12-6	investigates and evaluates the relationships between texts
EAL12-7	integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-9	reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

<b>ENGLISH EXTENSION 1</b>  <b>Literary Worlds</b> Elective 2: Worlds of Upheaval	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>When</b>	<b>TERM 4 2022</b> <b>Week 8</b>	<b>TERM 2 2023</b> <b>Week 8</b>	<b>TERM 3 2023</b> <b>Weeks 2/3</b>
	<b>Type of Task</b>	<b>Multimodal</b>	<b>Creative and Critical</b>	<b>Trial HSC</b>
<b>Syllabus Components</b>	<b>Outcomes/ Weightings</b>	EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-4	EE12-3, EE12-4, EE12-5
Knowledge and understanding of complex texts and of how and why they are valued <b>Skills in:</b> -Complex analysis -Sustained composition Independent investigation	<b>25</b>       <b>25</b>	       15	       20	       15
<b>TOTAL</b>	<b>50</b>	15	20	15

## ENGLISH EXTENSION 1 – EXTERNAL EXAMINATION SPECIFICATIONS - Elective 2: Worlds of Upheaval

### Written Examination (50 marks)

Time allowed: 2 hours (plus 10 minutes reading time)

- There will be TWO sections
  - Section I is Common Module: Literary Worlds
    - This may have an unseen text or texts AND/OR stimuli
    - It may be ONE question with two parts or styles of writing
  - Section II is Elective 2: Worlds of Upheaval
    - this may be an extended critical response or ONE question with two parts
- Both sections are of equal value – 25 marks

### ENGLISH EXTENSION 1 – OBJECTIVES AND OUTCOMES

- EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience, and context, across a range of modes, media, and technologies
- EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences, and contexts
- EE12-3 independently investigates, interprets, and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

ENGLISH EXTENSION 2	Task Number	Task 1	Task 2	Task 3
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8
	Type of Task	Viva Voce	Literature Review	Critique of the Creative Process
Syllabus Components	Outcomes Component Weightings	EEX12-3, EEX12-4	EEX12-1, EEX12-3, EEX12-5	EEX12-1, EEX12-2, EEX12-5
Viva Voce	15	15		
Literature Review	20		20	
Critique of Creative Process	15			15
<b>TOTAL</b>	<b>50</b>	<b>15</b>	<b>20</b>	<b>15</b>

In English Extension 2 students develop a sustained composition, and document and reflect on this process in a Major Work Journal, which is a requirement of the course and needs to be submitted alongside their final submission.

## ENGLISH EXTENSION 2 – OBJECTIVES AND OUTCOMES

- EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience, and context
- EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism, and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event, or idea
- EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

<b>BUSINESS STUDIES</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>TERM 4 2022</b>	<b>TERM 1 2023</b>	<b>TERM 2 2023</b>	<b>TERM 3 2023</b>
	<b>Type of Task</b>	<b>Research Task: Operations</b>	<b>Research Task: Extended Response Marketing</b>	<b>In Class Test: Finance/ Human Resources</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H1, H2, H5, H7	H3, H5, H6, H7, H8, H9	H4, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9, H10
Knowledge and understanding of course content	<b>40</b>	5	10	10	15
Stimulus-based skills	<b>20</b>			10	10
Inquiry and Research	<b>20</b>	10	10		
Communication of business information, ideas, and issues in appropriate forms	<b>20</b>	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## **BUSINESS STUDIES – OBJECTIVES AND OUTCOMES**

A student:

- H1 critically analyses the role of business in Australia and globally Internal and external influences on business
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management. The functions and processes of business
- H4 analyses business functions and processes in large and global businesses Management strategies and their effectiveness
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations communicate business information and issues using appropriate formats
- H9 communicates business information, issues and concepts in appropriate formats apply mathematical concepts appropriate to business situations
- H10 applies mathematical concepts appropriately in business situations

<b>ECONOMICS</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>TERM 4 2022 Week 8</b>	<b>TERM 1 2023 Week 7</b>	<b>TERM 2 2023 Week 8</b>	<b>TERM 3 2023 Weeks 2/3</b>
	<b>Type of Task</b>	<b>In-Class Response Topic 1: The Global Economy</b>	<b>In-Class Topic Test: Australia's Place in the Global Economy</b>	<b>Case Study - Topic 1: The Global Economy</b>	<b>Trial HSC Topic 4 Topic 3 Topic 1</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H1, H2, H3, H4, H5, H9	H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H9	H1, H2, H5, H6, H7
Knowledge and understanding of course content	<b>40</b>	5	10	5	20
Stimulus-based skills	<b>20</b>	5	10		5
Inquiry and research	<b>20</b>	5		15	
Communication of economic information, ideas, and issues in appropriate forms	<b>20</b>	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## **ECONOMICS – OBJECTIVES AND OUTCOMES**

A student:

- H1: demonstrates understanding of economic terms, concepts, and relationships
- H2: analyses the economic role of individuals, firms, institutions, and governments
- H3: explains the role of markets within the global economy
- H4: analyses the impact of global markets on the Australian and global economies
- H5: discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6: analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7: evaluates the consequences of contemporary economic problems and issues on individuals, firms, and governments
- H8: applies appropriate terminology, concepts, and theories in contemporary and hypothetical economic contexts
- H9: selects and organises information from a variety of sources for relevance and reliability
- H10: communicates economic information, ideas, and issues in appropriate forms
- H11: applies mathematical concepts in economic contexts
- H12: works independently and in groups to achieve appropriate goals in set timelines

<b>GEOGRAPHY</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>TERM 4 2022 Week 8</b>	<b>TERM 1 2023 Week 7</b>	<b>TERM 2 2023 Week 8</b>	<b>TERM 3 2023 Weeks 2/3</b>
	<b>Topic</b>	<b>People &amp; Economic Activity</b>	<b>Eco Systems at Risk</b>	<b>Urban Places</b>	<b>TRIAL HSC</b>
	<b>Type of Task</b>	<b>Essay</b>	<b>Geographic Skills &amp; Short Answers</b>	<b>Fieldwork Report</b>	<b>Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H1, H3, H8, H10, H12	H10, H11	H3, H4, H6, H7, H9, H11, H13	H1, H2, H5, H10, H13
Knowledge & Understanding of Content	<b>40</b>	5		20	15
Geographic Tools & Skills	<b>20</b>		5		15
Inquiry & Research Including Fieldwork	<b>20</b>	20			
Communication of Geographic Information	<b>20</b>		15		5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>20</b>	<b>35</b>

## **GEOGRAPHY – OBJECTIVES AND OUTCOMES**

A student:

- H1: explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2: explains the factors which place ecosystems at risk and the reasons for their protection
- H3: analyses contemporary urban dynamics and applies them in specific contexts
- H4: analyses the changing spatial and ecological dimensions of an economic activity
- H5: evaluates environmental management strategies in terms of ecological sustainability
- H6: evaluates the impacts of, and responses of people to, environmental change
- H7: justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8: plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9: evaluates geographical information and sources for usefulness, validity and reliability
- H10: applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11: applies mathematical ideas and techniques to analyse geographical data
- H12: explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13: communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

<b>HISTORY - ANCIENT</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>TERM 4 2022 Week 8</b>	<b>TERM 1 2023 Week 7</b>	<b>TERM 2 2023 Week 8</b>	<b>TERM 3 2023 Weeks 2/3</b>
	<b>Type of Task</b>	<b>In Class Task</b>	<b>Written Response</b>	<b>Source Based Questions</b>	<b>Trial HSC</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	AH12-3 AH12-4 AH12-7	AH12-1 AH12-2 AH12-6 AH12-9	AH12-2 AH12-5 AH12-6	AH12-9 AH12-5 AH12-6 AH12-4
Knowledge and understanding of course content	<b>40</b>	20	15		5
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>			15	5
Historical inquiry and research	<b>20</b>		10		10
Communication of historical understanding in appropriate forms	<b>20</b>			10	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## **HISTORY – ANCIENT – OBJECTIVES AND OUTCOMES**

### **A student:**

AH12-1: accounts for the nature of continuity and change in the ancient world

AH12-2: proposes arguments about the varying causes and effects of events and developments

AH12-3: evaluates the role of historical features, individuals and groups in shaping the past

AH12-4: analyses the different perspectives of individuals and groups in their historical context

AH12-5: assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6: analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7: discusses and evaluates differing interpretations and representations of the past

AH12-8: plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9: communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

HISTORY - MODERN	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2022 Week 8	Term 1 2023 Week 7	Term 2 2023 Week 8	Term 3 2023 Weeks 2/3
	Unit	Core Study: Power & Authority 1919-1945	National Study: USA 1919-1945	Change in the Modern World: The Nuclear Age 1945-2011	Peace & Conflict: Conflict in the Pacific 1937- 1951
	Assessment Task	In-class Source Analysis  ( <i>Informal</i> )  <u>Core Study</u>	In-Class Essay  ( <i>Informal</i> )  <u>National Study</u>	In-Class Source Analysis ( <i>Informal</i> )  <u>Change in the Modern World</u>	Trial HSC  ( <i>Formal</i> )  <u>Core Study</u> <u>National Study</u> <u>Peace &amp; Conflict</u>
	Assessed Outcomes Weighting	MH12-3 MH12-5 MH12-6	MH12-2 MH12-8 MH12-9	MH12-1 MH12-4 MH12-7	MH12-2 MH12-3 MH12-5 MH12-6 MH12-9
Knowledge and understanding of course content	40	5	10	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5		10	5
Historical inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	20	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## MODERN HISTORY – OBJECTIVES AND OUTCOMES

### A student:

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms



HISTORY - EXTENSION	Task Number	Task 1	Task 2	Task 3
	When	Term 2 2023 Week 1	Term 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Task	Proposal Research Process Log	Research Essay	Trial HSC
Syllabus Components	Outcomes Component Weightings	HE12-1 HE12-2	HE 12-1 HE 12-2	HE12-1 HE12-3 HE12-4
Knowledge & understanding of significant ideas & processes	25	5	15	5
Skills in designing, understanding, and communicating historical inquiry and analysis	25	12		13
<b>TOTAL</b>	<b>50</b>	<b>17</b>	<b>15</b>	<b>18</b>

LEGAL STUDIES	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Weeks 8	TERM 3 2023 Weeks 2-3
	Type of Task	Research Task Crime	Hand in Essay Family	Shelter Essay	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	H1, H3, H4, H6, H8, H10	H1, H5, H6, H7, H8, H9	H1, H2, H3, H5, H6, H9, H10	H1, H6, H8, H9, H10
Knowledge and understanding of course content	40	10	10	10	10
Analysis and evaluation	20	5		5	10
Inquiry and research	20	5	5	10	
Communication of legal information, ideas and issues in appropriate forms	20		10		10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## LEGAL STUDIES – OBJECTIVES AND OUTCOMES

A student:

- H1 identified and applies legal concepts and terminology
- H2 describes and explains key features of and the relationship between Australian and International law
- H3 analyses the operation of domestic and international legal systems
- H4 evaluates the effectiveness of the legal system in addressing issues
- H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6 assesses the nature of the interrelationship between the legal system and society
- H7 evaluates the effectiveness of the law in achieving justice
- H8 locates, selects, organises, synthesises, and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9 communicates legal information using well-structured and logical arguments
- H10 analyses differing perspectives and interpretations of legal information and issues.

SOCIETY AND CULTURE	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 2	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of task	Pop Culture	PIP Proposal	SISE	Trial HSC
Syllabus Components	Outcomes Component Weightings	H4, H5, H6, H9, H10	H1, H3, H5, H7	H2, H3, H7, H8, H10	H1, H2, H3, H5, H10
Knowledge & understanding of course content	50	15		15	20
Application & evaluation of social & cultural methods	30	5	15		10
Communication of information, ideas & issues	20			10	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>15</b>	<b>25</b>	<b>40</b>

#### ► PIP Process Assessment

Following the HSC Society and Culture syllabus, we are not able to assess the content of the research, however we are expected to assess the processes undertaken. The process will be assessed by ensuring that the students are working continuously on their Personal Interest Projects (PIPs). We will collect various drafts throughout the year. The content will not be marked or assessed. To achieve satisfaction in this area, students are required to hand in the appropriate draft on the due date. Students who fail to hand in drafts throughout the year may jeopardise the staff authorisation of the PIP.

#### SOCIETY AND CULTURE – OBJECTIVES AND OUTCOMES

A student:

H1: evaluates and effectively applies social and cultural concepts;

H2: explains the development of personal, social and cultural identity;

H3: analyses relationships and interactions within and between social and cultural groups;

H4: assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy;

H5: analyses continuity and change and their influence on personal and social futures;

H6: evaluates social and cultural research methods for appropriateness to specific research tasks;

H7: selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias;

H8: uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex;

H9: applies complex course language and concepts appropriate for a range of audiences and contexts;

H10: communicates complex information, ideas and issues using appropriate written oral and graphic forms.

<b>CHINESE &amp; LITERATURE</b> <b>(Formerly Chinese Background Speakers)</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>TERM 4</b> <b>2022</b> <b>Weeks 8</b>	<b>TERM 1 2023</b> <b>Week 7</b>	<b>TERM 2 2023</b> <b>Week 8</b>	<b>TERM 3 2023</b> <b>Weeks 2/3</b>
		<b>Class Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>HSC Trials</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	1.1,1.2,1.3, 4.1,4.2,4.3	3.1,3.2,3.3,3.4, 3.5,3.6,3.7,3.8, 4.1,4.2,4.3	2.1, 2.2,2.3,2.4, 3.1,3.2,3.3,3.4, 3.5,3.6,3.7,3.8, 4.1,4.2,4.3	1.1,1.2,1.3, 2.1,2.2,2.3,2.4, 3.1,3.2,3.3,3.4, 3.5,3.6,3.7,3.8, 4.1,4.2,4.3
Spoken Exchanges Objectives 1 & 4	<b>10</b>	10			
Listening	<b>20</b>	10		5	5
Reading	<b>40</b>		10	15	15
Writing in Chinese	<b>30</b>		10	10	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

## CHINESE AND LITERATURE – OBJECTIVES AND OUTCOMES

A student:

### 1. Exchanges information, opinions, and experiences in Chinese:

- 1.1 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas.

### 2. Expresses ideas through the production of original texts in Chinese:

- 2.1 sequences and structures information and ideas;
- 2.2 uses a variety of features to convey meaning;
- 2.3 produces texts appropriate to context, purpose and audience;
- 2.4 produces texts which are persuasive, creative and discursive.

### 3. Analyses, processes, and responds to a range of texts that are in Chinese:

- 3.1 identifies main points and detailed items of specific information;
- 3.2 summarises and interprets information and ideas;
- 3.3 infers points of view, values, attitudes and emotions from features of language in texts;
- 3.4 compares and contrasts aspects of texts;
- 3.5 presents information in a different form and/or for a different audience;
- 3.6 explains the influence of context in conveying meaning;
- 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts;
- 3.8 responds to texts personally and critically.

### 4.1 Understands aspects of the language and culture of Chinese-speaking communities:

- 4.1 examines and discusses sociocultural elements in texts;
- 4.2 recognise and employs language appropriate to different sociocultural contexts;
- 4.3 compares and contrasts Australian and Chinese communities.

CHINESE CONTINUERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Week 2/3
	Task	Class Task	Class Task	Class Task	Trial HSC
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3,	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Listening	30			20	10
Reading	30		20		10
Speaking	20		10	10	
Writing	20	10			10
TOTALS	100	10	30	30	30

A student:

**Exchanges information, opinions and experiences in Chinese**

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context, purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present and future experience.

**Expresses ideas through the production of original texts in Chinese**

- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information.

**Analyses, process and responds to texts that are in Chinese**

- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main ideas;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context.

**Understands aspects of the language and culture of Chinese-speaking Communities**

- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significances;
- 4.3 reflects upon significant aspects of language and culture.

FRENCH BEGINNERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Week 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC
Syllabus Components	Outcomes Component Weightings	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.9, 2.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Listening	30			20	10
Reading	30		20		10
Speaking	20		10	10	
Writing	20	10			10
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>

## FRENCH BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

### Interacting

- 1.1 establishes and maintains communication in French;
- 1.2 manipulates linguistic structures to express ideas effectively in French;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of French-speaking communities to interact appropriately

### Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of an identifies specific information in texts;
- 2.3 summarise the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context an audience of a text;
- 2.6 identifies and explains aspects of the culture of French-speaking communities in texts;

### Producing texts

- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in French;
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts.

FRENCH CONTINUERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Week 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3,	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Listening	30			20	10
Reading	30		20		10
Speaking	20		10	10	
Writing	20	10			10
TOTAL	100	10	30	30	30

## FRENCH CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

### Exchanges information, opinions and experiences in French:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present and future experience.

### Expresses ideas through the production of original texts in French:

- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information.

### Analyses, processes and responds to texts that are in French:

- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main issues;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context.

### Understands aspects of the language and culture of French-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

ITALIAN BEGINNERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Weeks 8	TERM 3 2023 Week 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC
Syllabus Components	Outcomes Component Weightings	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Listening	30			20	10
Reading	30		20		10
Speaking	20		10	10	
Writing	20	10			10
TOTAL	100	10	30	30	30

## ITALIAN BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

### Interacting

- 1.1 establishes and maintains communication in Italian;
- 1.2 manipulates linguistic structures to express ideas effectively in Italian;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Italian-speaking communities to interact appropriately.

### Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts.

### Producing texts

- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian;
- 3.4 applies knowledge of the culture of Italian-speaking communities to the production of texts.



ITALIAN CONTINUERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC
Syllabus Components	Outcomes Component Weightings	2.1,2.2,2.3,	1.1, 1.2, 1.3,1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1,4.2,4.3
Listening	30			20	10
Reading	30		20		10
Speaking	20		10	0	
Writing	20	10			10
TOTAL	100	10	30	30	30

## ITALIAN CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

### Exchanges information, opinions, and experiences in Italian:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present, and future experience.

### Expresses ideas through the production of original texts in Italian:

- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information.

### Analyses, processes, and responds to texts that are in Italian:

- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main issues;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context.

### Understands aspects of the language and culture of Italian-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

<b>JAPANESE BEGINNERS</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>TERM 4 2022</b>	<b>TERM 1 2023</b>	<b>TERM 2 2023</b>	<b>TERM 3 2023</b>
	<b>Type of Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Class Task</b>	<b>Trial HSC Written</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	3.1, 3.2, 3.3, 3.4,	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Listening</b>	<b>30</b>			20	10
<b>Reading</b>	<b>30</b>		20		10
<b>Speaking</b>	<b>20</b>		10	10	
<b>Writing</b>	<b>20</b>	10			10
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>

## JAPANESE BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

### Interacting

- 1.1 establishes and maintains communication in Japanese;
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.

### Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts.

### Producing texts

- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese;
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

JAPANESE CONTINUERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC Written
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Listening	30			20	10
Reading	30		20		10
Speaking	20		10	10	
Writing	20	10			10
TOTAL	100	10	30	30	30

## JAPANESE CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

### Exchanges information, opinions, and experiences in Japanese:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present, and future experience.

### Expresses ideas through the production of original texts in Japanese:

- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information.

### Analyses, processes, and responds to texts that are in Japanese:

- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main issues;
- 3.3 draws conclusions from or justifies an opinion;
- 3.4 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context.

### Understands aspects of the language and culture of Japanese-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

SPANISH BEGINNERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC Written
Syllabus Components	Outcomes Component Weightings	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Listening	30			20	10
Reading	30		20		10
Speaking	20		10	10	
Writing	20	10			10
<b>TOTAL</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>

### **SPANISH BEGINNERS – OBJECTIVES AND OUTCOMES**

A student:

#### **Interacting**

- 1.1 establishes and maintains communication in Spanish;
- 1.2 manipulates linguistic structures to express ideas effectively in Spanish;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately.

#### **Understanding**

- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Spanish-speaking communities in texts.

#### **Producing texts**

- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish;
- 3.4 applies knowledge of the culture of Spanish-speaking communities to the production of texts.

SPANISH CONTINUERS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	Class Task	Class Task	Class Task	Trial HSC Written
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Listening	30			20	10
Reading	30		20		10
Speaking	20		10	10	
Writing	20	10			10
TOTAL	100	10	30	30	30

## SPANISH CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

### Exchanges information, opinions, and experiences in Spanish:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present, and future experience.

### Expresses ideas through the production of original texts in Spanish:

- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information.

### Analyses, processes, and responds to texts that are in Spanish:

- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main issues;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context.

### Understands aspects of the language and culture of Spanish-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

## MATHEMATICS

### MATHEMATICS - SUMMARY OF ALL COURSE ASSESSMENT POLICY

The mandatory components and weightings for all HSC mathematics courses are set out below:

Component	Weighting
Understanding, fluency, and communication	50%
Problem solving, reasoning and justification	50%
<b>Total</b>	<b>100%</b>

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the mathematics course such as:

#### UNDERSTANDING:

Make connections between experiences and related concepts, and progressively expand and develop ideas

#### FLUENCY:

Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately, and efficiently

#### COMMUNICATION:

Describe, represent, formulate, express, and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations utilising appropriate language, notation and diagrams

#### PROBLEM SOLVING:

Interpret, formulate, investigate, model, and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations

#### REASONING:

Analyse, evaluate, explain, infer, generalise, deduce, and reach conclusions

#### JUSTIFICATION:

Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

**The Preliminary course is regarded as assumed knowledge that has been covered by all candidates.  
The major focus of assessments will be on HSC course content however some Preliminary work may be included.**

MATHEMATICS ADVANCED		Task Number	Task 1	Task 2	Task 3	Task 4
		When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2-3
		Type of task	Written Test	Assignment	Written Test	Trial HSC
Syllabus Components	Outcomes, Component, Weightings		MA12-1 MA12-3 MA12-5 MA12-6 MA12-10	MA12-3 MA12-6 MA12-9 MA12-10	MA12-3 MA12-7 MA12-8 MA12-10	All outcomes
F2 T3 C2.1 C2.2	Understanding, fluency, and communication Problem solving, reasoning and justification		25			
C3.1 C3.2	Understanding, fluency, and communication Problem solving, reasoning and justification			20		
C4.1 C4.2 S2.1 S3.1 S3.2	Understanding, fluency, and communication Problem solving, reasoning and justification				25	
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification					30
TOTAL		100	25	20	25	30

The assessment mark for Mathematics Advanced will be out of 100.

### MATHEMATICS ADVANCED – OBJECTIVES AND OUTCOMES

A student:

- uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts **MA12-1**
- models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques **MA12-2**
- applies calculus techniques to model and solve problems **MA12-3**
- applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems **MA12-4**
- applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs **MA12-5**
- applies appropriate differentiation methods to solve problems **MA12-6**
- applies the concepts and techniques of indefinite and definite integrals in the solution of problems **MA12-7**
- solves problems using appropriate statistical processes **MA12-8**
- chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use **MA12-9**
- constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context **MA12-10**

<b>MATHEMATICS EXTENSION 1</b> <b>FOR STUDENTS STUDYING MATHEMATICS</b> <b>ADVANCED &amp; MATHEMATICS EXT 1</b>		Task Number	Task 1	Task 2	Task 3	Task 4
		When	TERM 4 2022	TERM 1 2023	TERM 2 2023	TERM 3 2023
		Type of Task	Assignment	Written Test	Written Test	Trial HSC
Syllabus Components	Outcomes, Component, Weightings		ME12-1 ME12-2 ME12-6 ME12-7	ME12-2 ME12-3 ME12-7	ME12-1 ME12-2 ME12-4 ME12-7	All outcomes
P1 V1.1	Understanding, fluency, and communication Problem solving, reasoning and justification		10			
V1.2 T3	Understanding, fluency, and communication Problem solving, reasoning and justification			12.5		
V1.3 C2 C3.2	Understanding, fluency, and communication Problem solving, reasoning and justification				12.5	
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification					15
<b>TOTAL</b>		<b>50</b>	<b>10</b>	<b>12.5</b>	<b>12.5</b>	<b>15</b>

The assessment mark for Mathematics Extension 1 will be out of 50 for students studying Mathematics Advanced and Mathematics Extension 1.

**Mathematics Extension 1:** Students sit all Mathematics Advanced tasks as well as all Mathematics Extension 1 tasks.

#### MATHEMATICS EXTENSION 1 – OBJECTIVES AND OUTCOMES

A student:

- applies techniques involving proof or calculus to model and solve problems **ME12-1**
- applies concepts and techniques involving vectors and projectiles to solve problems **ME12-2**
- applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations **ME12-3**
- uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution **ME12-4**
- applies appropriate statistical processes to present, analyse and interpret data **ME12-5**
- chooses and uses appropriate technology to solve problems in a range of contexts **ME12-6**
- evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms **ME12-7**



<b>MATHEMATICS EXTENSION 1</b>  <b>FOR STUDENTS STUDYING:</b> <b>MATHEMATICS EXT 1 &amp;</b> <b>MATHEMATICS EXT 2</b>		Task Number	Task 1	Task 2	Task 3	Task 4
		When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2-3
		Type of Task	Assignment	Written Test	Written Test	Trial HSC
Syllabus Components	Outcomes, Component, Weightings		ME12-1 ME12-2 ME12-6 ME12-7	ME12-2 ME12-3 ME12-7	ME12-1 ME12-2 ME12-4 ME12-7	All outcomes
P1 V1.1	Understanding, fluency, and communication Problem solving, reasoning and justification		20			
V1.2 T3	Understanding, fluency, and communication Problem solving, reasoning and justification			25		
V1.3 C2 C3.2	Understanding, fluency, and communication Problem solving, reasoning and justification				25	
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification					30
<b>TOTAL</b>		<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

The assessment mark for Mathematics Extension 1 will be out of 100 for students studying Mathematics Extension 1 and Mathematics Extension 2.

**Mathematics Extension 1:** Students sit all Mathematics Advanced tasks as well as all Mathematics Extension 1 tasks.

## MATHEMATICS EXTENSION 1 – OBJECTIVES AND OUTCOMES

A student:

- applies techniques involving proof or calculus to model and solve problems **ME12-1**
- applies concepts and techniques involving vectors and projectiles to solve problems **ME12-2**
- applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations **ME12-3**
- uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution **ME12-4**
- applies appropriate statistical processes to present, analyse and interpret data **ME12-5**
- chooses and uses appropriate technology to solve problems in a range of contexts **ME12-6**
- evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms **ME12-7**

MATHEMATICS EXTENSION 2		Task Number	Task 1	Task 2	Task 3	Task 4
		When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2-3
		Type of Task	Written Test	Assignment	Written Test	Trial HSC
Syllabus Components	Outcomes, Component, Weightings		MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX 12-8	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-4 MEX12-6 MEX12-7 MEX12-8	All outcomes
N1.1 N1.2' P1	Understanding, fluency, and communication Problem solving, reasoning and justification		25			
N1.3 P.2' N2.1	Understanding, fluency, and communication Problem solving, reasoning and justification			20		
V1.1 V1.2 V1.3 M1.2 N2.2	Understanding, fluency, and communication Problem solving, reasoning and justification				25	
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification					30
TOTAL		100	25	20	25	30

The assessment mark for Mathematics Extension 2 will be out of 100.

**Mathematics Extension 2:** Students sit the Mathematics Advanced Task 1, all Mathematics Extension 1 tasks, as well as all Mathematics Extension 2 tasks.

## MATHEMATICS EXTENSION 2 – OBJECTIVES AND OUTCOMES

A student:

- understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts **MEX12-1**
- chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings **MEX12-2**
- uses vectors to model and solve problems in two and three dimensions **MEX12-3**
- uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems **MEX12-4**
- applies techniques of integration to structured and unstructured problems **MEX12-5**
- uses mechanics to model and solve practical problems **MEX12-6**
- applies various mathematical techniques and concepts to model and solve structured, unstructured, and multi-step problems **MEX12-7**
- communicates and justifies abstract ideas and relationships using appropriate language, notation, and logical argument **MEX12-8**

MATHEMATICS STANDARD 2		Task Number	Task 1	Task 2	Task 3	Task 4
		When	TERM 4 2022	TERM 1 2023	TERM 2 2023	TERM 3 2023
		Type of Task	Assignment	Written Test	Written Test	Trial HSC
Syllabus Components	Outcomes, Component, Weightings		MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-10	All outcomes
N2.1 N2.2 F4.1 F4.2	Understanding, fluency, and communication Problem solving, reasoning and justification		20			
M7 M6 A4.1	Understanding, fluency, and communication Problem solving, reasoning and justification			25		
S4 F5 A4.2 S5	Understanding, fluency, and communication Problem solving, reasoning and justification				25	
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification					30
TOTAL		100	20	25	25	30

The assessment mark for Mathematics Standard 2 will be out of 100.

## MATHEMATICS STANDARD 2 – OBJECTIVES AND OUTCOMES

A student:

- uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts **MS2-12-1**
- analyses representations of data in order to make inferences, predictions and draw conclusions **MS2-12-2**
- interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate **MS2-12-3**
- analyses two-dimensional and three-dimensional models to solve practical problems **MS2-12-4**
- makes informed decisions about financial situations, including annuities and loan repayments **MS2-12-5**
- solves problems by representing the relationships between changing quantities in algebraic and graphical forms **MS2-12-6**
- solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data **MS2-12-7**
- solves problems using networks to model decision-making in practical problems **MS2-12-8**
- chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use **MS2-12-9**
- uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response **MS2-12-10**

DANCE	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 WEEK 8	TERM 1 2023 WEEK 8	TERM 2 2023 WEEK 8	TERM 3 2023 WEEK 2/3
	Type of Task/ Topic	Performance	Work in progress	Performance	Trial HSC
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	1.1, 1.2, 1.3, 2.1, 2.2	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.4, 2.1, 2.2	1.1, 1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4
Core Performance	20	10			10
Core Composition	20		10		10
Core Appreciation	20				20
Major Study Performance or Composition	40			40	
<b>TOTALS</b>	<b>100</b>	<b>10</b>	<b>10</b>	<b>40</b>	<b>40</b>

## DANCE – OBJECTIVES AND OUTCOMES

H1.1 understands dance from artistic, aesthetic, and cultural perspectives through movement and in written and oral form;

H1.2 performs, composes and appreciates dance as an art form;

H1.3 appreciates and values dance as an art form through the interrelated experiences of performing, composing and appreciating dances;

H1.4 acknowledges and appreciates the relationship of dance and other media;

H2.1 understands performance quality, interpretation and style relating to dance performance;

H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices;

H2.3 values the diversity of dance performance;

H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent;

H3.2 demonstrates the use of the elements of compositional principles and technological skills in a personal style in response to a specific concept/intent;

H3.3 recognises and values the role of dance in achieving individual expression;

H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent;

H4.1 understands the concept of differing artistic, social and cultural contexts of dance;

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works;

H4.3 utilises the skills of research and analysis to examine dance as an art form;

H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance;

H4.5 acknowledges that the art form of dance is enhanced through reflective practice, study and evaluation

PD/H/PE (2 UNIT COURSE)	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	In Class Essay	In Class Test	Research Report	Trial HSC
Syllabus Components	Outcomes	H8, H9, H13, H17	H1, H7, H9, H10, H11, H12, H14, H16	H1, H2, H3, H4, H5, H6, H14, H15, H16	All outcomes addressed in Trial exam
Sports Medicine	20	15			5
Factors affecting Performance	30	5	15		10
Health Priorities in Australia	30		10	10	10
The Health of Young People	20			15	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## PD/H/PE – OBJECTIVES AND OUTCOMES

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities.
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities, and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting, and communicating information about health and physical activity concepts.
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## SCIENCE

BIOLOGY	Task Number	Task 1	Task 2	Task 3	Task 4
	Topic	Heredity	Genetic Change	Infectious Disease	
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	Research	Research	Depth Study	Trial HSC
<b>Syllabus Components</b>	<b>Outcomes</b>	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 12-12 BIO12-13	BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	BIO11/12-1 BIO11/12-2 BIO 11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14
<b>Knowledge and understanding of:</b> Heredity and Genetic Technologies  The Effects of Disease and Disorders	<b>40</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>15</b>
<b>Skills</b> Applying the Processes of Working Scientifically	<b>60</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

### BIOLOGY – OBJECTIVES AND OUTCOMES

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management, and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

CHEMISTRY	Task Number	Task 1	Task 2	Task 3	Task 4
	Topic	Equilibrium & Acid Reactions	Acid-Base Reactions	Organic Chemistry	
	When	Term 4 2022 Week 8	Term 1 2023 Week 7	Term 2 2023 Week 8	Term 3 2023 Weeks 2/3
	Type of Task	Depth Study	Practical Investigation	Research	Trial HSC
<b>Syllabus Components</b>	<b>Outcomes</b>	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-13	CH11/12-4 CH11/12-2 CH11/12-6 CH11/12-7 CH12-14	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14
<b>Knowledge &amp; Understanding</b> Equilibrium and Acid Reactions in Chemistry  The Applications of Chemistry	40	5	10	10	15
<b>Skills</b> Applying the Processes of Working Scientifically	60	15	15	15	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## CHEMISTRY – OBJECTIVES AND OUTCOMES

A student

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains, and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

<b>EARTH &amp; ENVIRONMENTAL SCIENCE (EES)</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Topic</b>	<b>Earth's Processes</b>	<b>Hazards</b>	<b>Climate Science</b>	
	<b>When</b>	<b>Term 4 2022 Week 8</b>	<b>Term 1 2023 Week 7</b>	<b>Term 2 2023 Week 8</b>	<b>Term 3 2023 Weeks 2/3</b>
	<b>Type of Task</b>	<b>Depth Study</b>	<b>Research</b>	<b>Research</b>	<b>Trial HSC</b>
<b>Syllabus Components</b>	<b>Outcomes</b>	EES11/12-1 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES12-13	EES11/12-1 EES11/12-6 EES11/12-7 EES11/12-14	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 EES12-13 EES12-14
<b>Knowledge &amp; Understanding</b> The evolving Earth  The impact of living on Earth	40	5	10	10	15
<b>Skills</b> Applying the processes of working scientifically	60	15	15	15	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## Outcomes

A student:

- EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES 11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES 11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES 11/12-5 analyses and evaluates primary and secondary data and information
- EES 11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES 11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
- EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption, and disposal affect the Earth's systems



PHYSICS	Task Number	Task 1	Task 2	Task 3	Task 4
	Topic	Advanced Mechanics	Electro-magnetism	The Nature of Light	
	When	Term 4 2022 Week 8	Term 1 2023 Week 7	Term 2 2023 Week 8	Term 3 2023 Weeks 2/3
	Type of Task	Depth Study	Practical Investigation	Second-hand Data Investigation	Trial HSC
<b>Syllabus Components</b>	<b>Outcomes</b>	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13 PH12-14	PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14
<b>Knowledge &amp; Understanding</b> Advanced Mechanics & Electromagnetism  The Role of Evidence & Prediction in the Development of Theories in Physics	40	5	10	10	15
<b>Skills</b> Applying the Processes of Working Scientifically	60	15	15	15	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## PHYSICS – OBJECTIVES AND OUTCOMES

### A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

<b>DESIGN AND TECHNOLOGY</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>TERM 4 2022</b> <b>Week 8</b>	<b>TERM 1 2023</b> <b>Week 7</b>	<b>TERM 1 2023</b> <b>Week 8</b>	<b>TERM 3 2023</b> <b>Weeks 2/3</b>
	<b>Type of Task</b>	<b>Presentation</b>	<b>Prototyping Task</b>	<b>Written Task</b>	<b>Trial HSC Examination</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H2.2, H3.1, H3.2, H6.2	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1
Designing and Producing	<b>40</b>	15	5		15
Prototyping	<b>30</b>	5	20		5
Innovation and Emerging Technologies, Designing, and Producing	<b>30</b>			25	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## DESIGN AND TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects;

H1.3 relates the practices and processes of designers and producers to the major design project;

H2.1 explains the influence of trends in society on design and production;

H2.2 evaluates the impact of design and innovation on society and the environment;

H3.1 analyses the factors that influence innovation and the success of innovation;

H3.2 uses creative and innovative approaches in designing and producing;

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project;

H4.2 selects and uses resources responsibly and safely to realise a quality major design project;

H4.3 evaluates the processes undertaken and the impacts of the major design project;

H5.1 manages the development of a quality major design project;

H5.2 selects and uses appropriate research methods and communication techniques;

H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices;

H6.2 critically assesses the emergence and impact of new technologies and the factors affecting their development

ENGINEERING	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022	TERM 1 2023	TERM 2 2023	TERM 3 2023
		Week 8	Week 7	Week 6	Week 2/3
	Type of Task	Bridge Design, Building & Testing	Research Task	Engineering Report, Telecommunications	Trial HSC
Syllabus Components	Outcomes Component Weightings	2.1, 3.1, 5.2,6.2	1.1, 3.1,4.1, 6..1	2.2,3.2, 5.1, 6.2	1.1,1.2, 2.1, 3.3, 4.2, 6.1,6.2
Knowledge and Understanding	50	10	15	10	15
Research, Analysis and Communication	30	5	10	5	10
Scope, Role, Management & Problem Solving	20	5	5	5	5
<b>TOTALS</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>

## ENGINEERING – OBJECTIVES AND OUTCOMES

A student:

- 1.1 describes the scope of engineering and critically analyses current innovations;
- 1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications;
- 2.1 determines suitable properties, uses and applications of materials, components and processes in engineering;
- 2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of those to society;
- 3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice;
- 3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports;
- 3.3 develops and uses specialised techniques in the application of graphics as a communication tool;
- 4.1 investigates the extent of technological change in engineering;
- 4.2 applies knowledge of history and technological change to engineering based problems;
- 5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports;
- 5.2 selects and uses appropriate management and planning skills related to engineering;
- 6.1 demonstrates skills in research and problem-solving related to engineering;
- 6.3 demonstrates skills in analysis, synthesis and experimentation related to engineering.

DESIGN AND TECHNOLOGY	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 1 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	Presentation	Prototyping Task	Written Task	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	H2.2, H3.1, H3.2, H6.2	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1
Designing and Producing	40	15	5		15
Prototyping	30	5	20		5
Innovation and Emerging Technologies, Designing, and Producing	30			25	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## DESIGN AND TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects;

H1.3 relates the practices and processes of designers and producers to the major design project;

H2.1 explains the influence of trends in society on design and production;

H2.2 evaluates the impact of design and innovation on society and the environment;

H3.1 analyses the factors that influence innovation and the success of innovation;

H3.2 uses creative and innovative approaches in designing and producing;

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project;

H4.2 selects and uses resources responsibly and safely to realise a quality major design project;

H4.3 evaluates the processes undertaken and the impacts of the major design project;

H5.1 manages the development of a quality major design project;

H5.2 selects and uses appropriate research methods and communication techniques;

H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices;

H6.2 critically assesses the emergence and impact of new technologies and the factors affecting their development

**School Name: Mosman High**  
**Course: HSC Hospitality – Kitchen Operations**

**Student Competency Assessment Schedule**  
**2023**

Assessment Tasks for Certificate II Kitchen Operations SIT20416		<b>Cluster D</b>	<b>Cluster E</b>	<b>Cluster F</b>	<b>Work placement</b>	<b>Trial HSC Exam</b>
		<b>Food Glorious Food</b>	<b>Working in Industry</b>	<b>Cooking in the Commercial Kitchen</b>		
		<b>Term 4 2022 Week 8</b>	<b>Term 1 2023 Week 7</b>	<b>Term 2 2023 Week 8</b>		
<b>Code</b>	<b>Unit of Competency</b>				<b>Term 1 2023 TBA</b>	<b>Term 3 2023 Week 2-3</b>
SITHCCC003	Prepare and present sandwiches	<b>X</b>				HSC Examinable Units of Competency
SITHCCC006	Prepare appetisers and salads	<b>X</b>				
BSBWOR203	Work effectively with others		<b>X</b>			
SITHIND002	Source and use information on the hospitality industry		<b>X</b>			
BSBSUS201	Participate in environmentally sustainable work practices		<b>X</b>			
SITHCCC005	Prepare dishes using basic methods of cookery			<b>X</b>		
SITHCCC011	Use cookery skills effectively			<b>X</b>		

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

<b>INDUSTRIAL TECHNOLOGY</b>  <b>Multimedia Technology, Timber Products &amp; Furniture Technology</b>	<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>When</b>	<b>Term 4 2022</b> <b>Week 8</b>	<b>Term 1 2023</b> <b>Week 7</b>	<b>Term 2 2023</b> <b>Week 8</b>	<b>Term 3 2023</b> <b>Weeks 2/3</b>
	<b>Type of Task</b>	<b>Industry Study</b>	<b>Class Presentation</b>	<b>Video</b>	<b>Trial HSC</b>
<b>Syllabus Components</b>	<b>Outcomes Component Weightings</b>	1.2, 3.1,3.2,4.3, 5.1,5.2,6.1	1.1,1.2, 3.1,3.2, 5.1,5.2, 7.1,7.2	1.2, 2.1, 3.1,3.2,4.1,4.2, 5.1,5.2	1.1,1.2,1.3, 6.2, 7.1,7.2
Industry Study	<b>20</b>	10		5	5
Design Management	<b>20</b>		5	15	
Workplace Communication	<b>10</b>		10		
Industry specific content, Production	<b>50</b>	15	10	5	20
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## INDUSTRIAL TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

- 1.1 investigates industry through the study of businesses in one focus area;
- 1.2 identifies appropriate equipment, production and manufacturing techniques;
- 1.3 identified important historical developments in the focus area industry;
- 2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques;
- 3.1 is skilled in sketching, producing and interpreting drawings;
- 3.2 selects and applies appropriate research and problem solving skills practical skills appropriate to the major skills;
- 4.1 demonstrates competency in a range of practical skills appropriate to the major project;
- 4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills;
- 4.3 critically applies knowledge and skills related to properties and characteristics of materials/components;
- 5.1 selects and uses communication and information processing skills;
- 5.2 examines and applies appropriate documentation to project management;
- 6.1 evaluates the characteristics of quality manufactured products;
- 6.2 applies the principles of quality and quality control;
- 7.1 evaluates the impact of the focus area industry on the social and physical environment;
- 7.2 analyses the impact of existing, new, and emerging technologies of the focus industry on society and the environment.

SOFTWARE DESIGN & DEVELOPMENT	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2020 Week 8	TERM 1 2021 Week 7	TERM 2 2021 Week 8	Term 3 2023 Weeks 2/3
	Type of Task	Software Design Pitch	Case Study	Software Project	Trial HSC
Syllabus Components	Outcomes Component Weightings	H2.1, H3.1, H4.1, H4.2, H5.2, H6.1, H6.2, H6.4	H1.1, H1.2, H1.3, H2.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H2.1, H3.1, H5.2, H6.1, H6.4	H1.1, H1.2 H1.3, H2.1 H3.1, H5.2, H6.1, H6.4
Knowledge and understanding of course content	50	10	10	10	20
Knowledge and skills in the design and development of software solutions	50	10	10	20	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

## SOFTWARE DESIGN & DEVELOPMENT – OBJECTIVES AND OUTCOMES

A student:

- H1.1 explains the interrelationship between hardware and software;
- H1.2 differentiates between various methods used to construct software solutions;
- H1.3 describes how the major components of a computer system store and manipulate data;
- H2.1 explains the implications of the development of different languages;
- H2.2 explains the interrelationship between emerging technologies and software development;
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts;
- H3.2 constructs software solutions that address legal, social and ethical issues;
- H4.1 identifies needs to which software solutions are appropriate;
- H4.2 applies appropriate development methods to solve software problems;
- H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness;
- H5.1 applies project management techniques to maximise the productivity of the software development;
- H5.2 creates and justifies the need for the various types of documentation required for a software solution;
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions;
- H6.1 assesses the skills required in the software development cycle;
- H6.2 communicates the processes involved in a software solution to an inexperienced user;
- H6.3 uses and describes a collaborative approach during the software development cycle;
- H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people.

TEXTILES AND DESIGN	Task Number	Task 1	Task 2	Task 3	Task 4
	When	TERM 4 2022 Week 8	TERM 1 2023 Week 7	TERM 2 2023 Week 8	TERM 3 2023 Weeks 2/3
	Type of Task	MTP Oral Presentation	Case Study Report	Fibre/Fabric Analysis	Trial HSC
Syllabus Components	Outcomes Component Weightings	H1.1, H1.2, H2.2	H5.1, H6.1	H2.1, H3.1, H4.1, H4.2	H1.1, H1.3, H2.3, H3.2, H5.1, H5.2, H6.1
Knowledge and Understanding	50	5	10	5	30
Skills and knowledge	50	20	10	20	
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

## TEXTILES AND DESIGN – OBJECTIVES AND OUTCOMES

A student:

- 1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the major textiles project;
- 1.2 designs a textile item(s) that demonstrates and understanding of functional and aesthetic requirements;
- 1.3 identifies the principles of colouration for specific end-uses;
  
- 2.1 communicates design concepts and manufacturing specification to both technical and non-technical audiences;
- 2.2 demonstrates proficiency in the manufacture of a textile item(s);
- 2.3 effectively manages the design and manufacture of a major textiles project to completion;
  
- 3.1 explains the interrelationship between fabric, yarn and fibre properties;
- 3.2 develops knowledge and awareness of emerging textile technologies;
  
- 4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses;
- 4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use;
  
- 5.1 investigates and describes aspects of marketing in the textile industry;
- 5.2 analyses and discusses the impact of current issues on the Australian textiles industry.
  
- 6.1 analyses the influence of historical, cultural and contemporary developments on textiles;



## VISUAL ARTS

VISUAL ARTS	Task Number	Task 1	Task 2	Task 3	Task 4
	When	Term 4 2022 Week 8	Term 1 2023 Week 7	Term 3 2023 Weeks 2/3	Term 3 2023 Week 5
	Type of Task	VAPD Hand-In + Art Criticism/ Art History  (Section 2) Hand-In	BOW Hand-In + Art Criticism/ Art History  (Section 1) In-Class	Trial HSC (Written)  <i>Examination</i>	BOW (Progressive)  <i>Hand-In</i>
Syllabus Components	Outcomes Component Weightings	7,8,9,10	1,2,3,4,5,6,7,8,9 10	7,8,9,10	1,2,3,4,5,6
Artmaking	50	10	10		30
Art Criticism and Art History	50	15	10	25	
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

**Case Study 1:** Term 4 'Themes and Concepts in Art': informs BOW

**Case Study 2:** Term 1 'Post – Modernism'

**Case Study 3:** Term 2 'Great Exhibitions'

**Case Study 4:** Term 3 'From Caves to Virtual Reality': Why the Artists Practice, Conceptual Framework and the Frame?

**Case Study 5:** 'Critique and exhibition' current exhibition AGNSW / MCA

Note: The same outcomes may be assessed for more than one task. Formative tasks may not be assessable but are compulsory learning experiences.

\* Students are responsible to maintain a steady work progress and action will be taken if this is not maintained.

### VISUAL ART – OBJECTIVES AND OUTCOMES

A student:

1. initiates and organises art making practice that sustained, reflective and adapted to suit particular conditions;
2. applies their understanding of the relationship-s among the artist, artwork, world and audience through the making of a body of work;
3. demonstrates an understanding of the frames when working independently in the making of art;
4. selects and develops subject matter and forms in particular ways as representations in art making;
5. demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways;
6. demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work;
7. applies their understanding of the relationships among the artist, artwork, world and audience;
8. demonstrates an understanding of how the frames provide for different orientations in the visual arts.

## VOCATIONAL EDUCATION ASSESSMENT POLICY

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Vocational Education Training (VET) courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualifications;
- Competencies which can lead to a Statement of Attainment, Certificate 1,2,3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET course.

### AQF ASSESSMENT

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All industry curriculum framework courses are assessed under the national competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each unit of competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based on assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be competencies on a vocation qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tests. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

### HIGHER SCHOOL CERTIFICATE (HSC)

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Students will be awarded units towards their Preliminary and HSC studying a VET course.

Some VET courses e.g., curriculum framework courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the ATAR. As with all HSC courses, NSW Education Standards Authority (NESA) procedures apply to all VET courses (refer to school NESA procedures).

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by NESA.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school-based assessment mark will be recorded.

No assessment mark for VET courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted; this mark will be used only in the case of an illness/disadvantage appeal.

The estimated mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

## WORK PLACEMENT

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Work placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hours course – minimum of 35 hours in a workplace;
- 240 hour course – minimum of 70 hours in a workplace;
- 60 hour course (extension) – minimum of 14 hours in a workplace.

Failure to comply with the HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Penalties will occur if mandatory hours are not met. Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies;
- Develop appropriate attitude towards work;
- Learn a range of behaviours appropriate to the industry;
- Practice skills acquired off the job in a classroom or workshop;
- Develop additional skills and knowledge, including key competencies.

**Note:** *Entertainment Industry course* permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.

## ASSESSMENT SCHEDULE

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Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to the School Assessment Booklet.

## APPEALS PROCEDURE

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Normal assessment appeals procedures will apply for VET courses. Refer to the School Assessment Booklet.

## ATTACHMENT 1 (HSC NESA REQUIREMENTS)

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The requirements of the Education Act 1990 and as prescribed by the NSW Education Standards Authority in relation to New South Wales Higher School Certificate:

The **Education Act 1990** provides for the Higher School Certificate to be awarded by the NSW Education Standards Authority to students who have:

1. gained a Record of School Achievement (or other qualifications considered satisfactory by NESA);
2. attended a government school (or registered and accredited non-government school)
3. participated, to the NESA's satisfaction;
4. undertaken the requisite examinations or other forms of assessment;
5. complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.

NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

The **Curriculum** during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

1. courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each year;
2. those courses of study are to include a course of study in English;
3. those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA;
4. those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

### Pattern of study requirements checklist for the 2023 Higher School Certificate:

NOTE: All requirements apply to BOTH Preliminary and HSC course patterns for the 2023 Higher School Certificate.

Do you, who complete the Higher School Certificate in 2023, meet the following **PATTERN OF STUDY** requirements?

1. At least twelve Preliminary and ten HSC units of study.
2. At least two (2) units of a NESA developed course in English.
3. At least four (4) subjects.
4. At least six (6) units of NESA developed courses.
5. At least three (3) courses of two (2) unit value or greater (may be NESA developed and/or NESA endorsed courses).
6. A student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in science.
7. No other science course may be combined with senior science in the Preliminary pattern of study. Students undertaking senior science in the HSC patterns of study must have satisfactorily completed the Preliminary course in at least one (1) science course.
8. Beginners language course only if minimal previous study or knowledge of the language.
9. NESA endorsed courses have current endorsement.
10. Students are not enrolled in NESA developed and/or NESA endorsed course combinations which are the subject of NESA exclusions.

### Reminder

1. Students seeking an ATAR (Australian Tertiary Assessment Rank) (in 2023 must have ten (10) units of NESA developed HSC courses and meet the University course requirements and Category A and B group patterns (refer Official Notice BOS 34/01: Board Bulletin Vol.10, No.21 and **current** UAC publications).

NB: NESA endorsed courses and content endorsed courses, including vocational content endorsed courses, do not satisfy requirements for a UAI.

2. Schools should note that additional departmental curriculum requirements (e.g., sport, religious education, 25 hours of PD/H/PE etc.) or conditions of enrolment at school are not requirements for Higher School Certificate credentialing as determined by the NSW Education Standards Authority as the Statutory Higher School Certificate Credentialing Authority.
3. Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.
4. It should be recognised that students following a special program of study will be eligible for the award of the Higher School Certificate. The completion of a transition – planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of the student in Life Skills courses for Stage 6 is the result of an individual transition-planning process.



### ATTACHMENT 3

#### Application to Head Teacher for consideration in relation to an Assessment Task or Examination

Students must apply for consideration regarding any missed assessment task or examination. Documentation, as detailed in the MHS Assessment Policies Booklet, must accompany any application. The Head Teacher and the faculty involved will consider each application on its merits, and the student will be advised of the outcome via this form.

Note that in the event that an assessment task/examination is missed, it is the responsibility of the student to notify the school without delay and to contact the relevant Head Teacher on the **first** day of attendance, after the missed task. Refer to point 6 of Rules of Assessment. If the consideration is granted then, as written in the Assessment policies booklet:

- a substitute task/exam may be granted,      **or**
- an estimate may be given.

If, after careful consideration, the student, and/or parent(s) consider that there are grounds to appeal the Head Teacher's decision, the section of the form relating to appeals should be completed and submitted with relevant supporting documentation to the Principal. The Principal will form an appeals panel. This panel will meet to determine the outcome of the appeal.

**After final deliberations, a copy of the form is to be included in the student's file.**

APPLICATION TO HEAD TEACHER FOR CONSIDERATION IN RELATION TO AN ASSESSMENT TASK/EXAMINATION			
Name: _____		Roll Class: _____	
Course: _____		Teacher: _____	
Assessment task/exam _____		Due date: _____	
Person contacted at the school: _____			
Method of contact:	Phone: <input type="checkbox"/>	Email: <input type="checkbox"/>	In person: <input type="checkbox"/>
Student signature: .....		Date: .....	
Medical certificate attached:	<input type="checkbox"/>	Other documentation attached:	<input type="checkbox"/>

Reasons for appeal – (if applicable).

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Head Teacher's decision:

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Reasons for appeal – (if applicable).

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Appeals Panel decision:

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## HSC ASSESSMENT SCHEDULE SUMMARY 2022-23

### Term 4 – 2022

Week	Subject		Percentage of assessment
8	Biology	Research	20
	Business Studies	Research Task: Operations	20
	Chemistry	Depth Study	20
	Chinese Continuers	Class Task	10
	Chinese and Literature	Class Task	10
	Design and Technology	Presentation	20
	Dance	Performance	10
	Drama	Research Essay Workshop	20
	Economics	In Class Response – Topic 1: The Global Economy	20
	EES	Depth Study	20
	Engineering	Bridge Design, Building and Testing	20
	English Advanced	Multimodal	25
	English Standard	Multimodal	25
	English EAL/D	Multimodal	25
	English Ext 1	Multimodal	15/50
	English Ext 2	Viva Voce	15/50
	Entertainment	Working in the Industry	-
	French Beginners	Class Task	10
	French Continuers	Class Task	10
	Geography	Essay	25
	History – Ancient	In-Class Task	20
	History - Modern	In-Class Source Analysis	20
	Hospitality	Food Glorious Food	-
	Industrial Technology	Industry Study	25
	Italian Beginners	Class Task	10
	Italian Continuers	Class Task	10
	Japanese Beginners	Class Task	10
	Japanese Continuers	Class Task	10
	Legal Studies	Research Task - Crime	20
	Mathematics Advanced	Written Test	25
	Mathematics Standard 2	Assignment	20
	Mathematics Extension 1	Assignment: <b>Maths Adv 1 &amp; Ext 1</b> / Ext 1 & Ext 2	<b>10/50, 20/100</b>
	Mathematics Extension 2	Written Test	25/100
	Music 1	Performance	20
	Music 2	Composition Draft	20
	PDHPE (2U)	In-Class Essay	20
	Physics	Depth Study	20
	Society and Culture	Pop Culture	20
	Spanish Beginners	Class Task	10
	Spanish Continuers	Class Task	10
	Software D&T	Software Design Pitch	20
	Textile and Design	MTP Oral Presentation	25
	Visual Arts	Arts Criticism/ Art History + VAPD Hand In	25



**Term 1 – 2023**

<b>Week</b>	<b>Subject</b>		<b>Percentage of Assessment</b>
<b>2</b>	Society and Culture	PIP Proposal	15
<b>7</b>	Biology	Research	25
	Business Studies	Research Task: Extended Response Marketing	25
	Chemistry	Practical Investigation	25
	Chinese Continuers	Class Task	30
	Chinese and Literature	Class Task	20
	Design and Technology	Prototyping Task	25
	Drama	Research Essay Workshop	20
	Economics	In Class Topic Test: Australia's Place in the Global Economy	25
	EES	Research	25
	Engineering	Research Task	30
	English Advanced	Critical Written	15
	English Standard	Critical Written	15
	English Ext 2	Literature Review	20/50
	English EAL/D	Reading/ Responding & Writing Task	25
	Entertainment	To Project and Serve	-
	French Beginners	Class Task	30
	Geography	Geographic Skills and Short Answers	20
	History – Ancient	Written Response	25
	History – Modern	In-Class Essay	25
	Industrial Technology	Class Presentation	25
	Italian Beginners	Class Task	30
	Italian Continuers	Class Task	30
	Japanese Beginners	Class Task	30
	Japanese Continuers	Class Task	30
	Legal Studies	Hand in Essay - Family	25
	Mathematics Advanced	Assignment	20
	Mathematics Standard 2	Written Test	25
	Mathematics Extension 1	Written Test <b>Maths Adv 1 &amp; Ext 1 / Ext 1 &amp; Ext 2</b>	<b>12.5/50 – 25/100</b>
	Mathematics Extension 2	Assignment	20/100
	Music 1	Composition	25
	Music 2	Core Performance	20
	PDHPE (2U)	In Class Test	25
	Physics	Practical Investigation	25
	Spanish Beginners	Class Task	30
	Spanish Continuers	Class Task	30
	Software D&T	Case Study	20
	Textile and Design	Case Study Report	20
	Visual Arts	VAPD/BOW Hand-In + Arts Criticism/ Art History	20
<b>8</b>	Dance	Work in Progress	10

Term 2 – 2023

<b>Week</b>	<b>Subject</b>		<b>Percentage of Assessment</b>
<b>1</b>	History Extension	Proposal Research Process Log	17/50
<b>8</b>	Biology	Depth Study	25
	Business Studies	In Class Test	25
	Chemistry	Research	25
	Chinese Continuers	Class Task	30
	Chinese and Literature	Class Task	30
	Dance	Performance	40
	Design and Technology	Written task	25
	Drama	Presentation Group Performance	30
	Economics	Topic 1 - Case Study	25
	EES	Research	25
	Engineering	Engineering report, telecommunication	20
	English Advanced	Creative and Critical Hand-In	30
	English Standard	Creative and Critical Hand-In	30
	English EAL/D	Writing	20
	English Ext 1	Creative and Critical	20/50
	English Ext 2	Critique of the Creative Process	15/50
	Entertainment	Showtime	-
	French Beginners	Class Task	30
	French Continuers	Class Task	30
	Geography	Fieldwork Report	20
	History - Ancient	Source Based Questions	25
	History – Modern	In-Class Source Analysis	25
	History - Extension	Research Essay	15/50
	Hospitality	Working in Industry	-
	Industrial Technology	Video	25
	Italian Beginners	Class Task	30
	Italian Continuers	Class Task	30
	Japanese Beginners	Class Task	30
	Japanese Continuers	Class Task	30
	Legal Studies	Shelter Essay	25
	Mathematics Advanced	Written Test	25
	Mathematics Standard 2	Written Test	25
	Mathematics Extension 1	Written Test <b>Maths Adv 1 &amp; Ext 1 / Ext 1 &amp; Ext 2</b>	<b>12.5/50 – 25/100</b>
	Mathematics Extension 2	Written Test	25
	Music 1	Viva Voce	25
	Music 2	Musicology Composition	30
	PDHPE (2U)	Research Report	25
	Physics	Second Hand Data Investigation	25
	Spanish Beginners	Class Task	30
	Spanish Continuers	Class Task	30
	Society and Culture	SISE	25
	Software D&T	Software Project	30
	Textile and Design	Fibre/Fabric Analysis	25

**Term 3 – 2023**

<b>Weeks</b>	<b>Subject</b>		<b>Percentage of Assessment</b>
<b>2/3</b>	Biology	Trial HSC Examination	30
	Business Studies	Trial HSC Examination	30
	Chemistry	Trial HSC Examination	30
	Chinese Continuers	Trial HSC Examination	30
	Chinese and Literature	Trial HSC Examination	30
	Dance	Trial HSC Examination	40
	Design and Technology	Trial HSC Examination	30
	Drama	Trial HSC Examination	30
	Economics	Trial HSC Examination	30
	EES	Trial HSC Examination	30
	English Advanced	Trial HSC Examination	30
	English Standard	Trial HSC Examination	30
	English EAL/D	Trial HSC Examination - Reading/Responding, Writing, Listening	30
	English Ext 1	Trial HSC Examination	15/50
	Entertainment	Trial HSC Examination	-
	French Beginners	Trial HSC Examination	30
	French Continuers	Trial HSC Examination	30
	Geography	Trial HSC Examination	35
	History – Ancient	Trial HSC Examination	30
	History - Modern	Trial HSC Examination	30
	History Extension	Trial HSC Examination	18/50
	Hospitality	Trial HSC Examination	-
	Industrial Technology	Trial HSC Examination	25
	Italian Beginners	Trial HSC Examination	30
	Italian Continuers	Trial HSC Examination	30
	Japanese Beginners	Trial HSC Examination	30
	Japanese Continuers	Trial HSC Examination	30
	Legal Studies	Trial HSC Examination	30
	Mathematics Advanced	Trial HSC Examination	30
	Mathematics Standard 2	Trial HSC Examination	30
	Mathematics Extension 1	Trial HSC Examination	15/50 – 30/100
	Mathematics Extension 2	Trial HSC Examination	30
	Music 1	Trial HSC Examination	30
	Music 2	Trial HSC Examination - Musicology & Aural Skills Examination.	30
	PDHPE (2U)	Trial HSC Examination	30
	Physics	Trial HSC Examination	30
	Spanish Beginners	Trial HSC Examination	30
	Spanish Continuers	Trial HSC Examination	30
	Society and Culture	Trial HSC Examination	40
	Software D&T	Trial HSC Examination	30
	Textile and Design	Trial HSC Examination	30
	Visual Arts	Trial HSC Examination	25
<b>5</b>	Visual Arts	BOW (Progressive)	30